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The Connection Between Students' Grammar Mastery of Simple Past Tense and Their Recount Text Speaking Ability at SMP Muhammadiyah 10 Sidoarjo

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Abstract. *Learning English, like other languages, consists of receptive skills such as listening and reading, as well as productive skills such as reading and speaking. One of the most difficult components of acquiring a language is speaking skill. This study aims to establish whether a correlation exists between SMP Muhammadiyah 10 Sidoarjo students' knowledge of the simple past tense and their speaking abilities in the recount text throughout the 2021/2022 academic year. This research is a quantitative correlative type of research. This research is quantitative correlational in nature. Students in class XI at SMP Muhammadiyah 10 Sidoarjo Indonesia were the subject of this investigation, which consisted of 46 students. The researcher will give two types of tests, namely a grammar test and a speaking test. The grammar test will be carried out in the form of a multiple-choice written test. While the speaking test will be carried out orally, by instructing students to tell their past activities directly*

Keyword - simple past tense; grammar mastery; recount text; speaking ability

Abstrak Belajar bahasa Inggris, seperti bahasa lainnya, terdiri dari keterampilan reseptif seperti mendengarkan dan membaca, serta keterampilan produktif seperti membaca dan berbicara. Salah satu komponen yang paling sulit untuk memperoleh bahasa adalah keterampilan berbicara. Penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara penguasaan grammar siswa dalam simple past tense dengan kemampuan berbicara mereka dalam teks recount siswa SMP Muhammadiyah 10 Sidoarjo tahun ajaran 2021/2022. Penelitian ini merupakan jenis penelitian korelatif kuantitatif. subjek penelitian ini adalah siswa kelas XI SMP Muhammadiyah 10 Sidoarjo yang terdiri dari 46 siswa. Peneliti akan memberikan dua jenis tes, yaitu tes tata bahasa dan tes berbicara. Tes tata bahasa akan dilakukan dalam bentuk tes tertulis pilihan ganda. Sedangkan tes berbicara akan dilakukan secara lisan, dengan menginstruksikan siswa untuk menceritakan kegiatan masa lalunya secara langsung

Kata Kunci - simple past tense; penguasaan grammar; recount teks, kemampuan berbicara

I. INTRODUCTION

Gunantar asserted that English has evolved into a global language used not just by native speakers but also by non-native speakers. [1]. According to McKay "As a global language, English is utilized for international communication between countries and as a language of broader communication within multilingual communities." [2].

According to Marijana, learning English, like other languages, consists of receptive skills such as listening and reading, as well as productive skills such as reading and speaking [3]. Sadiku stated that four skills exercises in the language classroom serve multiple functions, including scaffolded support, opportunities to create, contexts for using the language in real-world information exchanges, evidence of their own abilities (proof of learning), and most crucially, confidence in the world [4].

Speaking is one of the most important skills that language learners should acquire. This is because most of the communication we do is through oral, according to Palmer [5]. According to Jati, speaking is a skill to use a language properly and correctly, which is used to express ideas, feelings, and opinions to impart or receive information and expertise from other communicators [6]. As one of the necessary language abilities, speaking is a skill that is quite complicated to master. This is in line with what was expressed by Fattah besides the importance of speaking skills, but some still have difficulty in their speaking performance [7].

Brown stated that speaking is a productive skill that can be directly and empirically observed [8]. Speaking in class involves interaction between students and teachers as well as between fellow students [9]. so it can be ascertained, if in speaking it always involves both parties, namely the giver of information and the recipient of information. Brown further said that speaking consist of some basic types, such as imitative, intensive, responsive, interactive, and extensive [8]. Each basic type of speaking has its own function and purpose according to its usage. Brown also stated that there are six component in speaking that have to comprehend, it was consist of pronunciation, grammar,

vocabulary, fluency, comprehension, and task[8]. Meanwhile Harris stated that, there are five components that have to be concerned in speaking ability, those are comprehension, grammar, vocabulary, pronunciation, and fluency[10]. He also stated that the classification to determine the level of the ability of speaking was consist of excellent, good, average, and poor.

There are several things that need to be mastered before we can start to speak well and fluently. According to Socheath, several things need to be considered in learning speaking skills, these include Vocabulary, Part of Speech, Pronunciation, Expression, Sentence Structure, Grammar (Tense), Other skills- listening, reading, writing, and non-verbal communication like eye-contact, gesture, facial expression etc[11]. In addition, Chastain revealed that Speaking is a productive talent involving a number of components, including grammar, sociolinguistics, strategy, and discourse [12]. Meanwhile Mazouzi stated learners should pay attention to grammatical structures, vocabulary, and pronunciation when speaking to ensure the accuracy and fullness of language form. [13]. From the explanation, conclusion can be drawn that speaking is a process that necessitates numerous aspects and skills to master.

Grammar is very essential because it is a component of language that allows a person to be able to express ideas, opinions, and feelings both spoken and written. Richards and Schmidt define grammar as a description of a language's structure and how its linguistic components interact, such as words and phrases are combined to make a sentence [14]. Morenberg's statement which reveals that if a student has a good mastery of grammar, then they will be able to compose words into an understandable sentence[15]. Beside that Latha said that grammatical competence can assist speakers in appropriately applying and perceiving the structure of the English language, leading to fluency[16]. Therefore, grammar can be said to have an important role in learning speaking skills.

Fluency and accuracy are critical components of a communicating approach, according to Leong and Ahmadi [17]. Speaking requires accuracy to convey opinions or thoughts to be more easily understood. According to Tuan and Mai, learning English through speaking must include an aspect of accuracy. Furthermore, several components such as grammar, pronunciation, and vocabulary are required to achieve speaking accuracy[18]. EFL students should understand words and sentences. Leong stated that. They should comprehend how words are broken down into distinct sounds and how sentences are emphasized in various ways. [17]. As a result, accuracy and fluency are essential when conversing with others because they can understand each other.

There are several issues that students frequently encounter when learning grammar and speaking. Some students are quite capable of mastering grammar, but they struggle to master speaking skills. Some people struggle to master their speaking skills because they are concerned about making grammatical errors when communicating in English. Some students are afraid of making grammatical error and pronunciation when they are about to speak, according to Soraya[19]. Some students who are good at speaking also have good grammar skills.

According to Yulianti, in speaking skill, students must express their ideas and knowledge into a certain type of text [20]. Based on the 2013 curriculum English syllabus, there are several types of texts that must be studied by 8th grade students at junior high school. One type of text is recount text. A recount text, as stated by saragih, is a one that tells the order of occurrences that occurred in the past. Recount also gives the reader a description of when and what happened [21].

To be able to pour their ideas and thoughts into a recount text, and then say it in the form of a conversation. Students are required to know the linguistic and structural characteristics of the narrative text. According to Dirgeyasa, recount text's general structure generally includes orientation, record of the events, and re-orientation [22]. Meanwhile, according to Gerot and Wignel, the language features of recount texts include focus on specific participants, using the past tense, use of material processes, and focus on temporal sequences [23]. The simple past is used to define events that occurred in the past, according to Taufiq [24]. From the statement above to be able to communicate in recount text, students must master the simple past tense.

Based on the preliminary study conducted at SMP Muhammadiyah 10 Sidoarjo, researchers conducted interviews with two English Teacher. Based on the interview, students have some difficulties to speak in recount text. These difficulties include in learning the simple past tense, students experience difficulties in determining when to use the appropriate simple past tense, besides that, students also experience difficulties in determining whether V2 is regular and irregular. In speaking performance in recount text, some students experienced difficulties in using the correct tense according to the type of text. students sometimes still don't use the simple past properly and correctly in telling things in the past. Besides tenses, students' speaking skills are also influenced by self-confidence and imperfect pronunciation.

Several previous studies are thought to be relevant to this topic. The first is the one by Alharthil entitled "Investigating the Relationship Between Vocabulary Knowledge and FL Speaking Performance" [25]. The purpose of this study is to offer empirical information obtained to evaluate a measure of useful vocabulary knowledge and how

well it connects with and predicts speaking success. The second is the research conducted by Wulantari et al, entitled "The Correlation Between Students' Grammar Mastery and Their Speaking Ability of Eleventh Grade Students at SMA Negeri 2 Mendoyo in the Academic Year Of 2019/2020"[26]. The result revealed that a correlation exists between a student's command of grammar and his or her speaking abilities in the SMA Negeri 2 Mendoyo for the 2019/2020 school year. The third study is by Sarip Hidayatullah, entitled "The Correlation Between Students' Grammar Mastery and Their Speaking Accuracy at The First Semester of The Tenth Grade of SMAN 01 Leming Pesisir Barat in The Academic Year of 2016/2017". This study found a correlation between students' understanding of grammar and their speaking correctness in the first semester of tenth grade at SMAN 1 Lemong Pesisir Barat during the 2016-2017 school year.

The research gap and novelty of this study in comparison to other studies are as follows: In the first study undertaken by Alharthil, vocabulary knowledge and its relationship with speaking ability is investigated. While this study's objective is to determine if there is a connection between grammar proficiency and speaking ability. In the second study done by Wulantari and colleagues, the relationship between students' grasp of grammar and their speaking abilities was investigated. The difference lies in this study's general focus on grammar and speaking skills. In contrast, our study focuses on the command of the simple past tense and the capacity to talk in recount texts. In the third study done by Hidayatullah, the relationship between students' grasp of grammar and their speaking correctness was investigated. While the focus of this study is on mastery of the simple past tense and the capacity to talk in recount texts, other studies have focused on mastery of the present tense.

According to the above explanation, the researcher considers that this problem deserves to be investigated and considers the benefits that will be obtained from this research activity, both for the researchers themselves and for English Subject Education actors, namely all teachers and students who are directly or indirectly involved. directly in this study. Therefore, the researcher submitted a research proposal entitled: The Connection Between Students' Grammar Expertise of Past Simple and Their Recount Text Speaking Ability at SMP Muhammadiyah 10 Sidoarjo.

II. METHOD

This study employs a quantitative research methodology. According to Cresswell, A quantitative approach examines the relationship between multiple variables to test an objective theory [27]. The researcher employed a correlation research design in this study. This is due to the researcher's goal of determining the connection between students' grammar mastery and their speaking abilities. According to Wallen and Fraenkel, correlation research is research that seeks to discover how two or more variables are related to one another, as well as their causes and effects[28].

This study was conducted at SMP Muhammadiyah 10 Sidoarjo during the 2022/2023 academic year. SMP Muhammadiyah 10 Sidoarjo is on the Sungon highway in Suko, Kec. Sidoarjo, and Kab. Sidoarjo. Researchers used two types of instruments to collect data. The instrument consists of a simple past tense grammar mastery test and a speaking ability test in recount text.

The simple past tense grammar mastery test is carried out in writing by giving students multiple choice questions consisting of four answer choices namely (A, B, C, and D). Students are required to select the answer they think is correct. The questions consist of three types of sentences, namely affirmative, negative, and interrogative. This is in accordance with what Azar disclosed [29]. This is also in accordance with the opinion of Taufiq and Mandarinini that the simple past consists of affirmative, negative, interrogative and negative interrogative [30]. To determine the validity of the grammar mastery instrument, the researcher conducted try out to know the validity and reliability of the instrument, according to Arifin[31]. The researcher uses Pearson Bivariate correlation. After that, the researcher conducts a reliability test to establish whether the device can be relied upon or reliable. The researcher employed the Alpha Cronbach formula to determine the reliability of the instrument[31]. The instrument considered to be valid if $r_{\text{count}} > r_{\text{table}}$. Assessment in this test is done by awarding one point for each successful response and 0 points for incorrect responses. This test is used to measure students' grammar skills in simple past tense.

The speaking ability test in recount text was carried out orally to determine students' speaking ability in recount text. Students are instructed to share their experiences about what activities they did in the last semester break. Students are welcome to share their experiences during the holidays with a duration of 2-3 minutes. To make the speaking test valid, the researcher asked for opinions from experts about the validity of the speaking test to be tested. The assessment is carried out using the theory from Miller which divides five scales to measure speaking accuracy.

After carrying out two types of tests to measure students' grammar mastery in the simple past tense and to measure their speaking ability in recount text, the researcher analyzed students' scores from both tests using r-Product Moment. According to Kurtz and Mayo, the Pearson product moment coefficient of correlation is a pure number that ranges between + 1.00 and -1.00, expressing the degree of relationship between two variables[32]. Meanwhile according to

Sugiyono If the data for the two variables are in the form of intervals or ratios and the data sources for the two or more variables are the same, product moment correlation is used to detect relationships and demonstrate the relationship hypothesis[33]. Cahyaning stated that, without considering the influencing variables or influencing variables, correlation analysis is only employed to prove the existence of a connection between two variables [34]. This analysis is done to see if there is a connection between a student's ability to speak in recount texts and their mastery of the simple past tense grammar. According to Sugiyono, Supranto and Cahyaning, the equation for calculating the correlation coefficient is stated as follows [35][34][33].

$$R_{xy} = \frac{n \cdot \Sigma xy - (\Sigma x) \cdot (\Sigma y)}{\sqrt{(n \cdot \Sigma x^2 - (\Sigma x)^2)(n \cdot \Sigma y^2 - (\Sigma y)^2)}} \quad Df = n-2$$

Description:

R_{xy} : the product moment correlation index value "r"

n : amount of students

Σxy : the sum of scores x and y

Σy : the sum y-scores

Σx : the sum x-scores

After calculating the "r" product moment correlation index number between x and y variables, The following stage involves interpreting the "r" value. The following metric is utilized by Sugiyono to interpret the value of r [36][33].

Table 1. Correlational Value Interpretation

Interval of correlation coefficient	1 Interpretation
0,80 - 1,000	Very high
0,60 - 0,799	High
0,40 - 0,599	Enough
0,20 - 0,399	Low
0,00 - 0,199	Very low

The above table explains the Correlational Value Interpretation, there five interpretation categories according to Sugiyono[33]. The Very Low category denotes a very weak correlation between two variables. A low category indicates that the correlation between variables is not particularly weak. An enough category indicates that the correlation between variables is in the middle, not weak but not strong. A high category shows that the correlation between variables is strong enough. A high category indicates a highly significant correlation between variables.

III. FINDINGS AND DISCUSSION

A. Findings

This research was conducted at SMP Muhammadiyah 10 Sidoarjo which is located at Jalan Raya Sungon, Suko, Kec Sidoarjo and Kab. Sidoarjo in the 2022-2023 academic year. There are two types of instruments used in this study, the first is the simple past tense grammar mastery test which is a Examination consisting of multiple-choice questions consisting of four answer choices namely a, b, c, d in each question and consists of 29 questions. The second instrument is a test of students' speaking ability in recount text which is carried out orally where students are required to tell their experiences during the school holidays. the simple past tense grammar mastery test is used to measure students' ability to master grammar, especially in the simple past tense. while the recount text speaking ability test is used to measure students' ability to speak, especially in the context of recount text.

There are three results in this study, they are students' simple past tense grammar mastery, students' recount text speaking ability and the relationship between students' simple past tense grammar mastery and students' ability to speak in recount text.

1. Students' Grammar Mastery in Simple Past Tense

A multiple-choice exam containing 29 questions in total was administered to students to assess students' grammar mastery in the simple past tense. Each accurate item earns one point, while each erroneous thing earns zero points. The maximum score is $3.45 \times 29 = 100.05$, rounded to 100.

Based on the appendix, the students' grammar mastery result observable in the descriptive statistic table below:

Table 2. Descriptive Statistic of Simple Past Tense Grammar Mastery

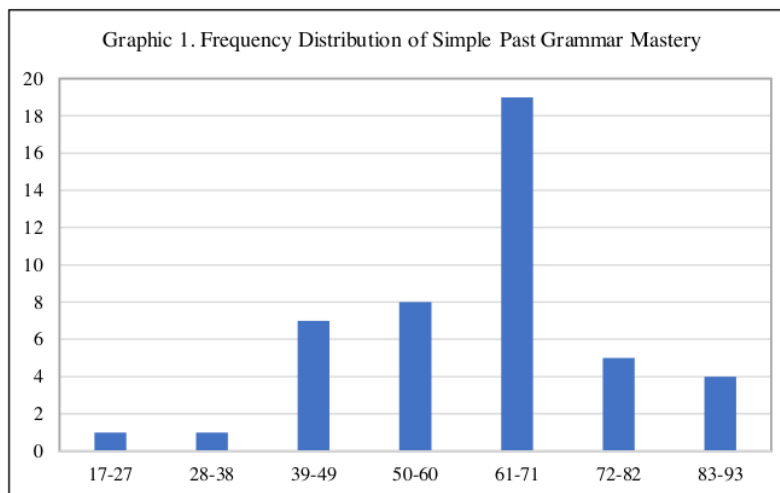
n	Min	Max	R	\bar{x}	K	I
45	17	93	76	62,023	7	11

According to the statistics description table above, the least student score in the simple past tense grammar mastery test is 17, the maximum score is 93, the range of values is 76, the number of classes is 7, and the class length is 11.

Table 3 Frequency Distribution for Simple Past Tense Grammar Mastery

Class Interval	Frequency	Percentage
17-27	1	2,22 %
28-38	1	2,22 %
39-49	7	15,56 %
50-60	8	17,78 %
61-71	19	42,22 %
72-82	5	11,11 %
83-93	4	8,89 %
Total	45	100 %

Based on the frequency distribution of simple past grammar mastery, It is known that the class with the highest mastery of grammar has a frequency distribution with a range of 61-71, 19 students, and a percentage of 42.22 percent.



According to the frequency distribution table 3 and the frequency graphic 1 above, 1 student received a score 17-27, 1 student received a score 28-38, 7 students received a score 39-49, 8 students received a score 50-60, 19 students received a score 61-71, 5 students received a score 72-82, and 4 students received a score 83-93. The overall average was 62,023. It denotes that the pupils' simple past tense grammar mastery was in the medium range.

In the student simple past tense grammar mastery variable, three levels of categorization were carried out, namely low, moderate, and high. with the three-level categorization guide formula according to Azwar[37][38]. The purpose of categorization is to divide individuals into distinct categories based on their measured attributes along a continuum. [37].

Table 4. Simple Past Tense Grammar Mastery Categorization

Class Interval	Frequency	Percentage	Category
Score < 47,451	6	13,33 %	Low
47,451 ≤ Score < 76,451	33	73,33 %	Moderate
76,451 ≤ Score	6	13,33 %	High

According to the above data, the students' simple past tense Grammar Mastery Score **1** which is 13,33% of it falls under the high category. (6 students), the moderate category is 73,33 % (33 students), and the low category is 13,33 % (6 students). As a result, it can be said that the students' mastery of grammar falls into the "moderate" group at the value range of 47,451 to 76,451. $47,451 \leq \text{Value} < 76,451$.

2. Students' Recount Text Speaking Ability

To measure students' speaking ability in recount text, The speaking ability test in recount text was carried out orally. Students are instructed to share their experiences about what activities they did in the last semester break. Students are welcome to share their experiences during the holidays with a duration of 2-3 minutes.

Based on the appendix, the students' speaking ability result exhibited in the descriptive statistic table below:

Table 5. Descriptive Statistic of Recount Text Speaking Ability

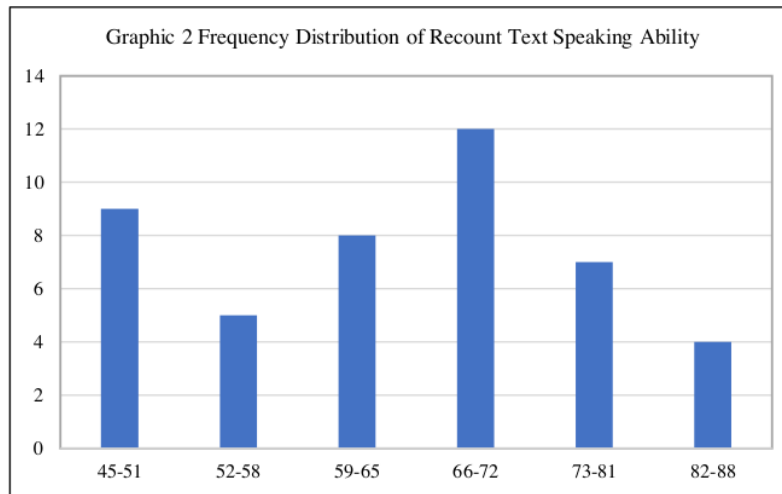
n	Min	Max	Range	\bar{x}	K	I
45	45	87	42	64,778	7	6

According to the statistics description table above, the least student score in the simple past tense grammar mastery test is 45, the maximum score is 87, the range of values is 42, the number of classes is 7, and the class length is 6.

Table 6. Frequency Distribution for Simple Past Tense Grammar Mastery

Interval Class	Frequency	Percentage
45-51	9	20.00 %
52-58	5	11.11 %
59-65	8	17.78 %
66-72	12	26.67 %
73-81	7	15.56 %
82-88	4	8.89 %
Total	45	100.00 %

Based on the frequency distribution of simple past grammar mastery, it is well known that the interval class, which has a total of 12 students and a percentage of 26,67%, has the largest frequency distribution of grammar mastery, with a range of 66 to 72.



According to the frequency distribution table 4 and the frequency graphic 2 above, 9 students received a score 45-51, 5 students received a score 52-58, 8 students received a score 59-65, 12 students received a score 66-72, 7 students received a score 73-81, 4 students received a score 82-88, The overall average was 64,778. It denotes that the pupils' recount text speaking ability was in the medium range.

In the recount text speaking ability variable, three levels of categorization were carried out, namely low, moderate, and high. with the three-level categorization guide formula according to Azwar[37][38]. The goal of categorization is to divide students into distinct groups along a continuum based on the characteristics that are being measured [37].

Table 7. Recount Text Speaking Ability Categorization

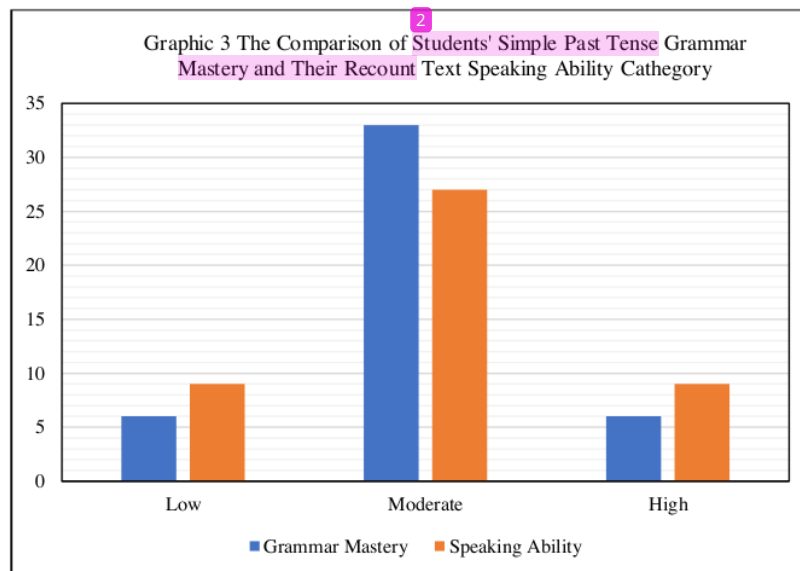
Class Interval	Frequency	Percentage	Category
Score < 52,7108	9	20 %	Low
52,7108 ≤ Score < 76,8447	27	60 %	Moderate
76,8447 ≤ Score	9	20 %	High

¹ Based on the table above, the Grammar Mastery Score which is included in the high category is 20 % (9 students), the moderate category is 60 % (27 students), and the low category is 20 % (9 students). Thus, it can be concluded that the students' grammar mastery is in the moderate category at the interval $52,7108 \leq \text{Value} < 76,8447$.

According to the table above, the Grammar Mastery Score falls into three categories: high (20%), moderate (60%) and low (20%). The high category includes nine students, moderate category includes 27 students and low category includes 9 students. As a result, it can be said that the students' mastery in grammar falls into the moderate group at the interval $52,7108 \leq \text{Value} < 76,8447$.

3. The Comparison ² Between Students' Simple Past Grammar Mastery and Their Recount Text Speaking Ability

To make it easier to compare the scores of students' grammar mastery and students' score of speaking ability, the researcher presents the results of the comparison of the two in a bar chart which can be seen below:



From the comparison chart above, The difference between the number of students in each category. In this study, the data is divided into three categories namely, low, moderate, and high. The graph indicates that, there are 6 students who have low ability in mastering simple past tense grammar and there are 9 students with inadequate speaking ability in recount text. In the moderate category, there were 33 students in the grammar mastery variable and 27 students in the speaking ability variable. Besides that, there are 6 students with high grammar mastery skills in simple past tense and 9 students with high speaking skills in recount text.

4. Analysis of Correlation

In this study, researcher employed product moment correlation formula for analyzing the correlation. This correlation technique is used to identify relationships and validate the relationship hypothesis between two interval- or ratio-based variables and The two sources of variable data are identical [33]. The researcher proposed the hypothesis that there is positive connection between students' simple past tense grammar mastery and students' recount text speaking ability at SMP Muhammadiyah 10 Sidoarjo.

a. Normality Test

First, the research data is checked for normality before performing a correlation analysis to establish the connection between the two variables. According to Nuryadi et al., a test of normality is a process used to evaluate whether data is from a population with a normal distribution, or is in a normal distribution[31][39]. According to Aunillah, data normality is particularly significant since data with a normal distribution might represent a research population[31]. Meanwhile Sugiyono said that by assuming that the data for each study variable to be investigated follows a normal distribution, parametric statistics can be used to analyze data. [33]. As a result, before employing parametric statistical analysis tools, researchers must first establish whether the data to be examined has a normal distribution or not.

The test of normality was performed on research data, specifically the simple past tense grammar mastery and recount text speaking ability tests administered to 45 students in VIII-A and VIII-B classrooms. The researcher employed the Liliefors normality test to assess the normality of research data. According to Nuryadi et al. and Udin, the normality test liliefors can be calculated using the formula $L_{count} = \text{Max} [F(Z_i) - S(Z_i)]$ [31][39]. The researcher also carried out a normality test with the SPSS application with the Kolmogorov-Smirnov Test with liliefors Significance Correction.

The outcome of the basic simple past tense grammar mastery test normality test:

Table 8. Normality Test Results of Simple Past Tense Grammar Mastery Test

Statistic	Statistic Score
Population Size	45
Mean	62,023
Standard Deviation	14,572
L _{count}	0,11605
L _{table}	0,13208

Based on the outcomes table of the Liliefors normality test calculation for simple past tense grammar mastery data above, an average value of 62,023 was reached with a total of 45 pupils. The calculation also shows that L_{count} = 0,11605 and L_{table} = 1,251 with a significance level of = 0.05. Based on these results, it is possible to determine whether L_{count} < L_{table}, which may be interpreted if the hypothesis H₀ is accepted, implying that the simple past tense grammar mastery test variable data is normally distributed.

The outcome of the Simple past tense grammar mastery normality test using SPSS:

Table 9. Output of Normality Tests

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Grammar_Mastery	0.120	45	0.100	0.969	45	0.270

a. Lilliefors Significance Correction

According to the above calculation, it was obtained that the value of Asym Sig. = 0,100. Because the Asymp. The value of significance is 0,100 > 0.05, then the data distribution is considered normally distributed. The following are the the findings of the normality test on the data recount text of the speaking ability test:

Table 10. The outcomes of the Normality Test of Recount Text Speaking Ability Data

Statistic	Statistic Score
Population Size	45
Mean	65
Standard Deviation	12,0669
L _{count}	0,09346
L _{table}	0,13208

According to the table of results of the normality test computation for Liliefors data simple past tense grammar mastery above, with 45 students in total, the mean value of 65 was obtained. From the calculation it is also known that the value of L_{count} = 0,09346 and L_{table} = 0,13208 with a significance level $\alpha = 0.05$. based on these data it is known if L_{count} < L_{table} which can be interpreted if the hypothesis H₀ is approved, which means that the simple past tense grammar mastery test variable data is normally distributed.

The outcome of the recount text speaking ability normality test using SPSS:

Table 11. Output of Normality Tests

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Speaking_Ability	0.119	45	0.121	0.955	45	0.077

a. Lilliefors Significance Correction

According to the above calculation, it was obtained that the value of Asymp. Sig. = 0,121. Because the Asymp. Significance value is 0,121 > 0.05, then the data distribution is considered normally distributed.

b. Homogeneity Test

According to Nuryadi, the homogeneity test is a statistical test procedure that determines whether or not several sets of research data have the same variance. [39]. Or it can be said if a homogeneous data means that the data set has the same characteristics. The homogeneity test also serves to provide certainty, that the data sets analyzed in a series of analyzes come from populations whose diversity is not much different[39]. In addition, according to Usmadi, homogeneity of variance tests are needed before making comparisons of two or more groups, so that distinctions are not caused by variations in fundamental data, such as the inhomogeneity of the groups being compared[40].

Homogeneity test in this research using the Harley test. the homogeneity test of variance with the Harley formula can be used if the number of samples between groups is the same[40]. With decision criteria as follows:

- H_0 is accepted if $F_{count} < F_{table}$ with $\alpha = 0,05$ and $dk = n - 1$
- H_0 is rejected if $F_{count} > F_{table}$ with $\alpha = 0,05$ and $dk = n - 1$

Table 12. Result of Homogeneity Test

Statistics	Variable	
	Grammar Mastery	Speaking Ability
Sample Size	45	45
Variance	212,3454	145,6111
F_{count}	1,4583	
F_{table}	1,6509	
Decision	$F_{count} < F_{table}$, H_0 is accepted, the data was homogenous	

From the homogeneity test calculation table with Harley's theory, by making a comparison between the largest variant and the smallest variant, it is known that the value of $F_{count} = 1.4583$. In addition, it is also known that the F_{table} value is obtained from table $F_{0.05(44,44)}$. F_{table} value = 1.6509. By comparing the values of F_{count} and F_{table} it is known if the value of $F_{count} < F_{table}$. So conclusion can be drawn that the variable data on grammar mastery and speaking ability are homogeneous.

The researcher also uses *Lavene* Homogeneity Test to determine the homogeneity of grammar mastery and speaking ability variable data using SPSS program. The decision criteria of *Lavene* Homogeneity Test as follows:

- If the value of significance is > 0.05, then the distribution of the data is homogeneous.
- If the value of significance is < 0.05, then the distribution of the data is not homogeneous.

The outcome of the *Lavene* Homogeneity test using SPSS:

Table 13. Output of *Lavene* Test for Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Result of Grammar Test and Speaking Test	Based on Mean	0.270	1	88	0.605
	Based on Median	0.296	1	88	0.588
	Based on Median and with adjusted df	0.296	1	80.213	0.588
	Based on trimmed mean	0.273	1	88	0.603

According to the results of the Levene test for homogeneity calculation table above, The obtained significance value was 0.605. Because the value of significance is 0,605 > 0.05, then the distribution of the data was regarded as homogeneous.

c. Hypothesis Test

To determine the connection between students' simple past tense grammar mastery and student's recount text speaking ability the researcher employed Correlation of Pearson Product Moment. Because, Sugiyono stated that If the data of the two variables are in the form of intervals or ratios, and the data sources of the two or more variables are the same, then product moment correlation is used to find relationships and prove the relationship hypothesis between two variables.[33]. This is in accordance with the Cahyanings' statement that analysis of correlation used solely to establish the association between two variables[34]. The two variables are students' simple past tense mastery of grammar as x variable and students' recount text ability to speak as y variable.

The hypothesis:

- H₀: There is connection between students' simple past grammar mastery and students' recount text speaking ability.
- H₁: There is no connection between students' simple past grammar mastery and students' recount text speaking ability.

The test criteria of decision:

- H₀ is accepted if $r_{count} > r_{table}$ at $\alpha = 0,05$ and $n = 45$ and $dk = (n-2) = (45-2) = 43$
- H₀ is rejected if $r_{count} < r_{table}$ at $\alpha = 0,05$ and $n = 45$ and $dk = 43$

The calculation of Pearson product moment correlation:

$$\begin{array}{ll} n = 45 & \Sigma x = 2793 \\ \Sigma y = 2915 & \Sigma x^2 = 182691 \\ \Sigma y^2 = 195207 & \Sigma xy = 188014 \end{array}$$

$$\begin{aligned} r_{xy} &= \frac{n \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(n \Sigma x^2 - (\Sigma x)^2)(n \Sigma y^2 - (\Sigma y)^2)}} = \frac{45 \cdot 188014 - 2793 \cdot 2915}{\sqrt{(45 \cdot 182691 - 2793^2)(45 \cdot 195207 - 2915^2)}} \\ &= \frac{8460630 - 8141595}{\sqrt{(420246) \cdot (287090)}} \\ &= \frac{319035}{\sqrt{120648424140}} \\ &= \frac{319035}{347344,820229} \\ &= 0,918496 \end{aligned}$$

- $r_{table} = r_{(0,05);43} = 0,301$ (obtained from table Product moment r value)

The output of the SPSS program's Pearson Product Moment Correlation calculation:

Table 14. The Output of Pearson Product Moment Correlation calculation

		Grammar Mastery	Speaking Ability
Grammar Mastery	Pearson Correlation	1	.918**
	Sig. (2-tailed)		0.000
	N	45	45
Speaking Ability	Pearson Correlation	.918**	1
	Sig. (2-tailed)	0.000	
	N	45	45

** . Correlation is significant at the 0.01 level (2-tailed).

Table 15. Result of Product Moment Correlation

Product Moment Correlation (r_{count})	$r_{\text{table}} (r_{(0,05);43})$	Category
0,9184	0,301	Very High

The calculation of the Pearson Product Moment Correlation reveals the connection between variable x (the mastery of simple past tense grammar) and variable y (recount text speaking ability). It was obtained the value of the product moment " r_{count} " value was 0,918496 which was then rounded to be 0,918. Meanwhile the value of r_{table} obtained from the calculation it was also found that the value of $r_{\text{count}} > r_{\text{table}}$ which is $0.918 > 0.301$. Because $r_{\text{count}} > r_{\text{table}}$, H_0 is accepted. This indicates that there is a connection between students' simple past tense mastery of grammar and their recount text abilities to speak at SMP Muhammadiyah 10 Sidoarjo.

Furthermore, to identify the category of connection between the two variables, the result of Product Moment Correlation (r_{count}) calculation are classified into the *Product Moment Correlation Interpretation table*. From the results of this classification, it was found that the value of $r_{\text{count}} = 0.918$ is in the value interval between 0.80 - 1.000 with a Very High interpretation value. So, it can be concluded that the two variables have a relationship with a very high interpretation value.

B. Discussion

This section presents a discussion by the researcher, of the findings in the research that has been done. This study aims to determine whether a relationship exists between students' simple past tense mastery of grammar and students' recount text speaking ability at SMP Muhammadiyah 10 Sidoarjo. Based on the findings in the study, a significant relationship was found between students' simple past tense mastery of grammar and students' recount text speaking ability. The research was conducted with a population of 45 students from VIII-A and VIII-B classes in the 2022-2023 academic year.

To measure students' mastery of grammar variables in the simple past tense, the researcher gave students written grammar tests. The written test consists of 29 multiple choice questions consisting of four choices in each question. The questions contain material about grammar, especially containing simple past tense material. The results of the written test measuring grammar abilities found that 1 student scored 1-17, 1 student scored 28-38, 7 students scored 39-49, 8 students scored 50-60, 19 students scored 61-71, 5 students scored 72-82, and 4 students scored 83-93. The results of the grammar mastery test were then grouped into three categories based on the scale expressed by Azwar [37], [38]. The categories are high, moderate, and low. From the research results, it was found that 6 students (13.33%) received low scores, 33 students (73.33%) received moderate scores, and 6 students (13.33%) received high scores. Thus, it can be determined that the students' mastery of grammar was at the moderate category, with an average score of 62.023.

Another variable examined in this study is students' recount text speaking ability. To measure students' ability to speak in recount text. Speaking test which was carried out orally was held by the researcher. Students are required to tell their experiences during school holidays in English in front of the class. Each student is required to share their experiences with a minimum duration of 2 minutes and a maximum duration of 3 minutes. Then an assessment of students' speaking abilities in recount text was carried out in collaboration with the teacher. The assessment was carried out based on the Speaking Ability assessment criteria by Brown, the assessment criteria included pronunciation, grammar, vocabulary, fluency, comprehension, and tasks [41]. From the results of the oral speaking examinations that have been conducted, it was found that 9 students (20%) scored 45-51, 5 students (11.11%) scored 52-58, 8 students (17.78%) scored 59-65, 12 students (26.67%) scored 66-72, 7 students (15.56%) scored 73-81, 4 students (8.89%) scored 82-88. Then the data on the results of the speaking test were grouped into 3 categories according to Azwar [37], [38]. The categories consist of high, moderate, and low. After grouping, it was found that 9 students (20%) were included in the low category, 27 students (60%) were in the moderate category, and 9 students (20%) were in the high category. Consequently, it is possible to conclude that the students' grammar mastery was in the moderate category, with an average score of 64.7778.

After getting the test results data from both variables, the researcher conducted a correlation analysis. First, the two data variables were subjected to a normality test to determine if the data were normally distributed. obtained was normally distributed or not. This is important because, before employing parametric statistical analysis tools, researchers must first establish whether the data to be examined has a normal distribution or not. The Liliefors test of normality was used in this research. On the test of normality for the grammar mastery

variable, $L_{\text{count}} = 0.11605$ and $L_{\text{table}} = 1.251$ with a significance level of $\alpha = 0.05$ were obtained. Based on these results, it is possible to determine whether $L_{\text{count}} < L_{\text{table}}$, which may be interpreted if the hypothesis H_0 is accepted, implying that the simple past tense grammar mastery test variable data is normally distributed. Furthermore, the researcher also conducted a normality test on the speaking ability variable. From these tests, the value of $L_{\text{count}} = 0.09346$ and $L_{\text{table}} = 0.13208$ with a significance level $\alpha = 0.05$ is obtained. Based on these data it is known if $L_{\text{count}} < L_{\text{table}}$ which can be interpreted if the hypothesis H_0 is approved, which means that the simple past tense grammar mastery test variable data is normally distributed.

Furthermore, the researcher also conducted a Homogeneity test to determine whether multiple sets of research data have the same variance. The test of homogeneity in this study used the Harley test and the *Lavene* test which was carried out using Excel and SPSS calculations. In the Harley test it was found that the value of $F_{\text{count}} = 1.4583$. In addition, it is also known that the F_{table} value is obtained from table $F_{0.05(44,44)}$. F_{table} value = 1.6509. By comparing the values of F_{count} and F_{table} it is known if the value of $F_{\text{count}} < F_{\text{table}}$. So, it can be concluded that the variable data on grammar mastery and speaking abilities are homogeneous. Whereas in the *Lavene* Test using SPSS it was found that a significance value of 0.605 was obtained. Because the value of significance is $0.605 > 0.05$, then the distribution of the data was considered homogeneous.

To find out the relationship between the two variables, namely students' simple past tense grammar mastery and students' recount text speaking ability, the researcher used *Pearson Product Moment*. According to the calculations that have been done, it was obtained the value of the product moment "count" value was 0.918496 which was then rounded to be 0.918. Meanwhile the value of r_{table} obtained from the calculation was 0.301 so found that the value of $r_{\text{count}} > r_{\text{table}}$ which is $0.918 > 0.301$. Because $r_{\text{count}} > r_{\text{table}}$, H_0 is accepted. This indicates that there is a connection between students' simple past tense mastery of grammar and their recount text speaking abilities at SMP Muhammadiyah 10 Sidoarjo. Furthermore, to ascertain the category of connection between the two variables, the Product Moment Correlation (r_{count}) calculation results are classified into the Product Moment Correlation Interpretation table. From the results of this classification, it was found that the value of $r_{\text{count}} = 0.918$ is in the value interval between 0.80 - 1.000 with a very high interpretation value. So, it can be concluded that the two variables have a relationship with interpretation value category was very high.

IV. CONCLUSION

According to the findings of research and correlation analysis regarding the connection between students' simple past tense grammar mastery and their recount text ability to speak with a population of 45 students from VIII-A and VIII-B classes at SMP Muhammadiyah 10 Sidoarjo, the Pearson Product moment correlation was obtained. coefficient of 0.918. The coefficient of correlation value of 0.918 is in the interval 0.80 – 1.000, so the connection between students' simple past grammar mastery and students' recount text ability to speak can be classified into the very high category. In addition, the correlation coefficient r_{xy} 0.918 is higher than the value $r_{\text{table}} = 0.301$, it indicates that there is a connection between students' simple past grammar mastery and students' recount text speaking ability. The correlation coefficient obtained is positive which also indicates that the two variables have a positive relationship, this means that the higher the students' mastery of grammar in the simple past tense, the better the students' ability to speak in recount text and the lower the level of the mastery of students with simple past tense grammar. the less their ability to speak in recount text.

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